

Montana Behavioral Initiative

Montana Big Ideas

For Schoolwide Positive Behavior Interventions and Support Systems

Volume 2, Issue 2

December 2010

RESOURCES TO LOOK AT

<http://opi.mt.gov/Programs/SchoolPrograms/MBI/>

Check out the MBI site

<http://opi.mt.gov/>

The OPI web site is all new

<http://www.qisa.org/>

Quaglia Institute for Student Aspirations

<http://www.millionvoice.org/>

Student Voice Survey

The Quaglia Institute for Student Aspirations (QISA)

What We Do

The Quaglia Institute for Student Aspirations (QISA) leads the study of student aspirations through innovative research, surveys, publications, and direct work in schools around the world. The QISA's mission and commitment to schools are based on more than two decades of groundbreaking research. Annual data, collected by the Aspirations Research Center from hundreds of thousands of students, is used to inform educational policy at the international, national, and local levels. As part of its deep commitment to today's students, QISA works directly in schools to increase student and staff aspirations. Known as "Demonstration Sites," these schools partner with the QISA to affect positive social change. Demonstration Sites become self-reflective research partners over an intensive three-year journey, infusing the Guiding Principles that affect student aspirations into every aspect of the school's life. Montana Behavioral Initiative is very fortunate to partner with the Quaglia Institute for Student Aspirations and gather data from the students' Million Voice Survey!!

ALL children deserve the opportunity to grow up in schools and communities that support them in making healthy choices



According to the Student Voice Survey: Only half of students are proud of their school.

In The Next Issue

- Youth Days
- MBI Social Net Work Site
- Cool Tools for Montana Schools



MONTANA'S OFFICE OF PUBLIC INSTRUCTION (OPI) has become a Demonstration Site of the Quaglia Institute. This exciting partnership through OPI's Montana Behavioral Initiative will introduce the Aspirations Framework to select schools trying to improve student outcomes. The QISA's approach adds student voice and our three Guiding Principles to OPI's already exciting and effective approach to school reform. In addition, through the generosity of the Pearson Foundation and their Million Voice Project, all schools in Montana have been invited to take the My Voice™ Student Aspirations Survey.



Welcome to the MBI newsletter. Please contact Susan at MBI if you would like to place information in

Montana Behavioral Initiative Contact:

Susan Bailey-Anderson, Coordinator

Office of Public Instruction

PO Box 202501

Helena, MT 59620-2501

(406) 444-2046

sbanderson@mt.gov



opi.mt.gov

Winter Training Dates

Jan 31-Feb 1— Helena

Feb. 7-8 Great Falls and Billings

Feb. 14-15 Glendive and Missoula

Quicksters:

Take the time to develop with your students a mutually agreed upon definition of respect. Hang it in your classroom for easy reference throughout the year.



The Student Voice project will be the largest single initiative to document and analyze student engagement and to highlight the related variations in academic performance in schools.

www.millionvoice.org

Consultant's Corner:

Denise DesJarlais has a BA in Education and a ME in Curriculum & Instruction. She has served in various roles in education for 20 years to include Title/LAP programs in middle schools and grades 2-6 classrooms in Montana and Washington. Denise has been involved as a curriculum leader and a consultant in areas of assessment and literacy. Denise believes it's important to teach students to be lifelong learners: helping them to understand how they learn and actively involved in the teaching/learning process. In an effort to make content relevant, students' interests and activities were a part of lesson development in her classroom. Her philosophy regarding the road to learning has been "meet the students where they are and take them as far as they can go." Denise is excited to serve as an MBI consultant involved in a process that creates a positive learning environment that reaches students state-wide. With relationships more important than ever in our technological world, she passes on the quote "Students need to know you care, before they care what you know." With 10 grandchildren presently in the Montana education system, she has a vested interest in the future of our students.

The 8 Conditions That Make a Difference®

The 8 Conditions that Make a Difference are built upon the framework of the three Guiding Principles and operationalize the work QISA performs in schools. The Conditions affect the development of student aspirations and need to be in place if students are to strive for, and fulfill, their academic, personal, and social promise. The 8 Conditions emphasize relationships, engaged learning, and students' sense of purpose:

SELF-WORTH



Belonging

Feeling like you are part of a group, while knowing you are special for who you are.



Heroes

Having someone who believes in you and who is there when you need them.



Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.

ACTIVE ENGAGEMENT



Fun & Excitement

Enjoying what you are doing, whether at work, school, or play.



Curiosity & Creativity

Asking "Why?" and "Why not?" about the world around you.



Spirit of Adventure

Being excited to try new things, even when you are not sure if you will be good at them.

PURPOSE



Leadership & Responsibility

Making your own decisions and accepting responsibility for those choices.



Confidence to Take Action

Setting goals and taking the steps you need to reach them.

The Three Guiding Principles

The three **Guiding Principles** provide educators with a practical model that can be used to guide the development of educational experiences, from the individual classroom to the entire school building. If school curriculum, activities, and lessons support each of the Guiding Principles, students will be more likely to achieve academic, personal, and social success. When schools ensure the Guiding Principles are in place, students are more likely to have high aspirations. Students with high aspirations show marked improvements in academic achievement, social awareness, and positive contributions to their school community. When all students believe in themselves, are actively engaged in their learning, and understand that what they learn today influences who they will become tomorrow — only then will the larger goal of helping students reach their fullest potential finally be met.

Self-Worth occurs when students know they are valued members of the school community, have a person in their lives they can trust and learn from, and believe they have the ability to achieve — academically, personally, and socially.

Active Engagement happens when students are deeply involved in the learning process as characterized by enthusiasm and desire to learn new things and a willingness to take positive, healthy steps toward the future.

Purpose exists when students take responsibility for who and what they want to become, in terms not only of professional careers, but by being confident, responsible members of their community.